

## Safeguarding Assignment support and guidance

***Discuss the following statement: "To what extent is keeping children safe, when you work in an educational setting, everyone's greatest professional responsibility?"***

**(1500 words)**

### **What skills does this essay look for?**

In this assignment, we want to give you an opportunity to reflect on your understanding of safeguarding so far and practise important essay-writing skills. They include:

- making an **argument** for the importance of safeguarding within the profession of teaching/educational settings
- structuring your argument with clear **topic sentences** which follow a **logical** order
- using **well-explained examples** of **safeguarding policy and practice** both within your school and nationally
- quoting relevant **educational theory** to support your argument/s (for example, referring further reading like the Tes Safeguarding Report 2025) to substantiate your points
- drawing a strong evaluative conclusion which revisits the principles of Safeguarding in schools and what you will need to aspire to do in order to maintain good personal and professional practice in relation to keeping children safe.

### **ADDITIONAL GUIDANCE FOR COMPLETING THIS ASSIGNMENT**

**(1) An extremely useful guide to essay writing can be found at this link:**

**[Academic Writing | Academic Skills Kit | Newcastle University](#)**

### **Remember these very important things before submitting your final piece of work!**

1. The PEAL structure in your paragraphs: topic sentence which introduces your key idea/point; your example, your evidence, followed by relevant analysis and link/s.
2. Ensuring you set your essay out properly: title, date, name, font 12, PDF.
3. Ensure you save the PDF as: (Your initials) Safeguarding Assignment
4. You are using examples from your school as well as your reading, so that you are taking account of Safeguarding in *practice*, as well as in theory.
5. You aren't using ChatGPT to write the main arguments and examples within your essay content – if you do use it, you must use it as a tool only and ensure you complete your Declaration Form afterwards.
6. You check your spelling, punctuation and grammar thoroughly before submitting it. As a teacher, your own level of literacy needs to be of a good or better standard.
7. Ensure you have appropriately referenced anything/anyone you have **quoted**.

(2) Don't forget to use Gibbs' Reflective Cycle to help shape your analysis

The Gibbs Reflective Cycle, explained — BiteSize Learning

## The Gibbs' Reflective Cycle stages

The cycle consists of six stages.

### Gibbs' reflective cycle

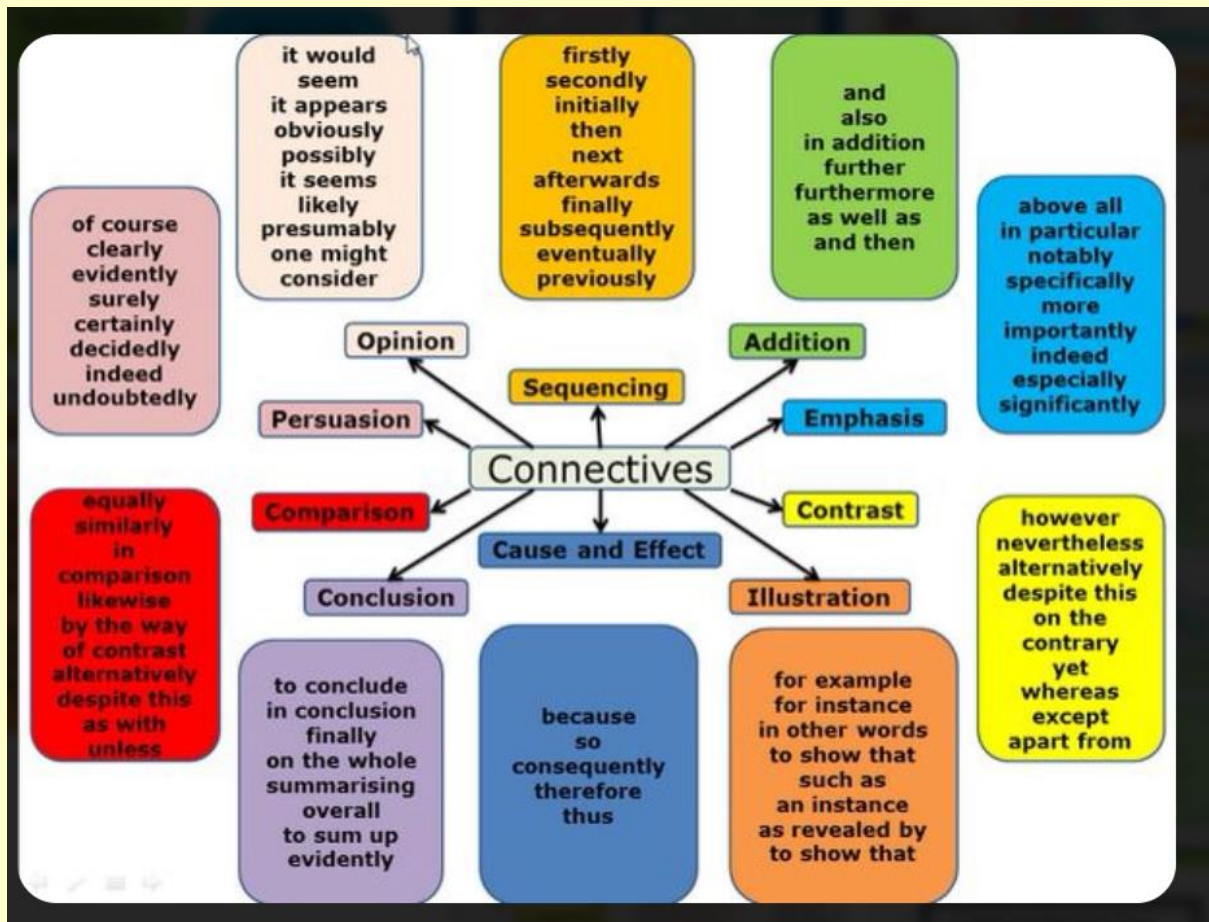
Whether something went badly, well, or somewhere in-between, it's worth taking some time afterwards to reflect.

This six-stage system helps individuals or teams structure the process, acknowledging reactions, exploring underlying causes and learning from any mistakes.



*The Gibbs Reflective Cycle diagram. Click to see in HD, right-click to download - just link to this page if you use it.*

- (3) Follow the University of Coventry's recommended system of referencing, known as the APA 7<sup>th</sup> Edition Referencing System. There is a guide to this in your documents for Week 3.
- (4) For decisive paragraphing to support a coherent argument, use the 'Paragraphing – How to' document which you can also find in your documents for Week 3.
- (5) Words/phrases to use for topic sentences – they help to structure the content of your paragraphs by making the direction of your arguments clear from the first line. (please go to the next page for the diagram to support with this)



That's all for now. Remember to work within 1500 words\* (you can go up to 10% over this word count if necessary). Good luck!